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Over 170 books, booklets, articles, bibliographies, periodicals, and unpublished items on anthropology, sociology, education, industry, and technology, medicine, political science, and psychology are listed in this annotated bibliography on the processes of change. These documents, which treat such subjects as educational change, social and cultural change, diffusion and adoption, group dynamics, power structure, administration, and manpower development in developing nations, stress the dissemination and implementation of new practices rather than the practices themselves. (ly)

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SELECTED AND ANNOTATED
BIBLIOGRAPHY
ON THE
PROCESSES OF CHANGE

(1966 Edition)

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Selected and Annotated Bibliography

on the

Processes of Change

(1966 Edition)

Compiled

by

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Introduction

This publication is designed to help others interested in the process of change to gain a feel for this area. The bibliography is quite incomplete, yet the paucity of efforts of this nature endow some utility to this effort.

The bibliography is not concerned with the content of change (the what), such as team teaching, etc., but rather it focuses upon the process of change (the how). Innovations become fair game for entry into this publication when the author has focused upon how these innovations are disseminated and implemented.

The bibliography has a multidisciplinary flavor, with educational change as the primary target. (In the next edition, we hope to strengthen substantially other areas.) Educators need to study how other disciplines cope with change in order to move the process ahead in education.

The assistance of Faye Bagley, Willa Hamilton and Marie Dority in selection and preparation of entries and of Shireen Mitchell and Dorothy Cherdack in administrative direction and typing is appreciated; and we are grateful to Dr. Charles Blackman for permission to draw some annotations from his document.

This publication represents a joint effort between a university and a state education department. It is hoped that it will encourage others to undertake similar collaborations.

Norman D. Kurland

Richard I. Miller

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ANTHROPOLOGY

Books and Booklets

Barnett, Homer G. Innovation: The Basis of Cultural Change. New York: McGraw-Hill Book Company, 1953. Pp. 426.

A classical analysis of the processes by which, and the conditions under which, men devise new additions to their culture.

Foster, George M. Traditional Cultures: And the Impact of Technological Change. New York: Harper and Row, 1962. Pp. 292.

Problems of cultural change induced by sudden technological developments are presented against a broad background of anthropological theory. Deals with cultural, social, and psychological aspects of cultural stability and change.

Mead, Margaret. New Lives for Old. New York: William Morrow and Co., 1956. Pp. 548.

Advances the theory of cultural change by revolution rather than evolution--that rapid change is better than slow change and that many of the ills of the present world come not from too much change but from change that is too little too late. Conclusions are based upon the dramatic construction of a new way of life in twenty-five years by the Manus of New Guinea.

Mead, Margaret (ed.). Cultural Patterns and Technical Change. New York: The New American Library of World Literature, Inc., 1955. Pp. 352.

Analyzes how modern technical advances and scientific method, if carefully related to the group's cultural values, can advance the well being of the people in old societies. Demonstrates the importance of the human element in determining the rate of change.

Articles

Adams, Richard N. "Personnel in Cultural Change: A Test of Hypothesis," Social Forces, 30: 185-189; 1951.

The results are given of the test of a new hypothesis relating to the personnel introducing cultural change plus suggestions as to how the hypothesis might be restated.

Barnett, Homer G. "The Acceptance and Rejection of Change," in Explorations in Social Change. (Edited by George K. Zollschan and Walter Hirsch.) Boston: Houghton Mifflin Company, 1964. pp. 345-367.

In an earlier work the author developed a scheme for systematizing reactions to innovations. It conceptualized positive and negative responses to new things, behaviors, and ideas as processes; that is as controlled and limited sets of interrelations between variables in a closed system of events. In the present chapter the author identifies the referents of the discussion, then moves into structuralization, contact, assimilation, projection, values, acceptance and rejection possibilities, and application.

_____. "Personal Conflicts and Cultural Change," Social Forces, 20: 160-171; 1941.

The author concludes, from evidence gathered from three closely related groups of native Indian cultures of northwestern California and the encroaching pioneer white civilization, that personal conflicts play a critical, if not determinate, role in cultural change.

Erasmus, Charles John. "Changing Folk Beliefs and the Relativity of Empirical Knowledge," Southwestern Journal of Anthropology, 8: 411-428; 1952b.

The study is divided into three sections: (1) summary sketch of folk medical beliefs and practices in the poorer districts of Quito, Ecuador, (2) special situations of change in Quito, (3) theoretical analysis of data.

Gulick, John (ed.). "Dimensions of Cultural Change in the Middle East," Human Organization, 24: 1-104; Spring, 1965.

The entire issue of the magazine, composed of fifteen articles, is a study of the cultural change in the Middle East as viewed by anthropologists.

Holmberg, Allan R. and Henry F. Dobyns. "The Process of Accelerating Community Change," Human Organization, 21: 107-109; Summer, 1962.

The joint Cornell-Peru Experiment was not set up to develop a set of Western values in the Peruvian Indian community of Vicos; rather it selected to change those values and institutions which would foster more change by the Vicosinos themselves, and at the same time would prepare the Vocosinos to work out their own goals.

Quigley, Carroll. "Aboriginal Fish Poisons and the Diffusion Problem," American Anthropologist, 58: 508-525; 1956.

This study attempts to prove that the Old World is a single diffusion area of aboriginal fish poisons and that the independence between the New World and the Old in this matter is not conclusive.

Suttles, Wayne. "The Early Diffusion of the Potato Among the Coast Salish," Southwestern Journal of Anthropology, 7: 272-288; 1951.

This article discusses three problems: (1) Where and how did the Coast Salish get potatoes? (2) What is the relation of the sort of cultivation they practiced to precontact practices? (3) What is the relation between food-gathering and cultivation in general?

Voget, Fred. "Individual Motivation in the Diffusion of the Wind River Shoshone Sun Dance to the Crow," American Anthropologist, 50: 634-646; 1948.

A brief history of the diffusion of the Shoshone Sun Dance to the Crow Indians in Montana, with a description of the roles and motives of the individuals responsible for the transmission of the ceremonial.

_____. "A Shoshone Innovator," American Anthropologist, 52: 53-63; 1950.

This study indicates that in order to understand the diffusion of culture among the American Indians that a study must be made of the special circumstances of obtaining in the donor society.

EDUCATION

Books and Booklets

Abbott, Max C. and John T. Lowell (eds.). Change Perspectives in Educational Administration. Auburn, Alabama: Auburn University, 1965. Pp. 87.

Six papers are included which were given at a seminar on the change process held at Auburn University. The seminar dealt with: (1) the identifying and defining of basic forces in American society that impinge upon the educational institution, (2) the analyzing of specific implication of these forces on the educational institution, (3) the discussing of different aspects of the change process itself.

The six papers are:

American Education and Technological Change: A Search for Perspective -- James E. McClellan
Educational Implications of our Changing Occupational Structure -- Walter Buckingham
The Educational Administrator Between Private and Public Responsibility -- Meno Lovenstein
Hierarchical Impediments to Innovation in Educational Organizations -- Max G. Abbott
Education and Innovation: The Organization as Context -- Matthew B. Miles
Politico-Economic Forces and Educational China -- C. T. Hu

Barrington, Thomas M. The Introduction of Selected Educational Practices into Teachers Colleges and Their Laboratory Schools. New York: Teachers College, Columbia University, 1953. Pp. 112.

This investigation of the capacity for change on the college level established new findings as well as provided grounds for believing that the research on adaptability of public school systems has analogous application to state teachers colleges, and probably to all institutions of higher learning.

Benne, Kenneth D. and Bozidar Muntyan (eds.). Human Relations in Curriculum Change. New York: The Dryden Press, 1951. Pp. 363.

The book consists of a series of selected readings on group development as it pertains to curriculum change, focusing upon an analysis of change. The following phases are discussed: (1) human relations, (2) conceptual tools, (3) groups and group methods in curriculum change, (4) democratic ethics, and (5) management of change. The point that curriculum change means change in people is emphasized.

Bhola, Harbans Singh. Innovation Research and Theory. Columbus, Ohio: School of Education. The Ohio State University, 1965. Pp. 155. (Mimeograph.)

This document is designed to report on the present status of innovation research and theory, and to serve as a basis for projecting substantive, methodological, and organizational strategies for innovation in education. An extensive bibliography is included.

Blanke, Virgil E. (issue editor). "Planning for Educational Change." Theory Into Practice. Columbus, Ohio: The Ohio State University, Vol. V, No. 1, February 1966. Pp. 60.

This issue on planning for educational change contains these articles:

The Need for Planned Change in Education -- Harbans Singh Bhola
The Study of Change as a Concept --
in Cultural Anthropology -- Thomas Rhys Williams
in Rural Sociology -- Daryl J. Hobbs
in Research Utilization -- Charles Sung and Ronald Lippitt
in National Development -- Donald P. Sanders
in Education -- Sidney Eboch
The Effect of Planned Change --
on the Classroom -- Robert B. Ribble
on the Local School -- Paul C. Hayes
on State Departments -- Norman D. Kurland
on National Agencies -- Richard H. Barbe and Roy M. Hall
on the Federal Government -- Richard A. Dershimer

Brickell, Henry M. Organizing New York State for Educational Change. Albany: New York State Education Department, 1961. Pp. 107.

A study of the dynamics of instructional change in the elementary and secondary schools of New York State, with recommendations for improved organization. Elicits the background of how and why they change, the dynamics of change today, and suggests solutions pertinent for New York State.

_____. Commissioner's 1961 Catalog of Educational Change. Albany: New York State Education Department, 1961. Pp. 200.

A survey of changing instructional approaches and descriptions of 2,657 new programs in the public and non-public elementary and secondary schools of New York State.

Bushnell, Don D., Robert A. Freeman, and Malcolm Richland. Proceedings of the Conference on the Implementation of Educational Innovations. Santa Monica, Calif.: System Development Corporation, 1964. Pp. 318. (Mimeograph.)

The SDC was awarded a U. S. Office of Education contract to conduct a traveling seminar in innovating school districts within various regions of the United States, and to conduct a post-seminar conference devoted to the problems of implementing tested innovations. An inter-disciplinary team of ten SDC educators, psychologists, and sociologists conducted a program of on-site visitation for some 150 educators from state departments, colleges and universities, and public school districts.

They visited well-established centers of innovative practices in on-going school programs in 15 school districts from four geographic regions of the country. The post-seminar conference contained these addresses as well as various reports by traveling seminar leaders:

The Engineering of Change in Education -- David L. Clark
The Change Process -- Frank Jasinski
The Economic Necessity of Educational Change -- Ely Brandes
New Designs in School Construction -- Kal Porter
The Future Use of the Computer in Education -- Don D. Bushnell

Carlson, Richard O. Adoption of Educational Innovations. Eugene, Oregon: University of Oregon, 1965. Pp. 84.

An examination of the role of social structure as it influences the communication about and the adoption of new educational practices. The final chapter is a case study of the adoption of programed instruction.

Center for the Advanced Study of Educational Administration. Change Processes in the Public Schools. Eugene, Oregon: the Center, 1965. Pp. 92.

Papers and discussion at a special seminar on change are given in this booklet. These include:

Barriers to Change in Public Schools -- Richard O. Carlson
Planned Change and Organizational Health: Figure and Ground -- Matthew B. Miles
Directed Change in Formal Organization: The School System -- Art Gallaher, Jr.
What are Innovators Like? -- Everett M. Rogers
The Place of Research in Planned Change -- Roland J. Pellegrin
Summary of group discussions and summary of seminar.

Cocking, Walter. The Regional Introduction of Educational Practices in Urban School Systems of the United States. New York: Bureau of Publications, Teachers College, Columbia University, 1951. Pp.86.

Using three samples of 400 urban school systems, an investigation was made of the conditions that favor or inhibit change in the public schools. The booklet also analyzes the rates of diffusion and factors which influence them.

College Entrance Examination Board. The Challenge of Curricular Change. Princeton, New Jersey: the Board, 1966. Pp. 151.

The Colloquium on the Challenge of Curricular Change was sponsored by the College Entrance Examination Board and the National Association of Secondary-School Principals. Papers included are:

Where Precollege Reform Stands Today -- John I. Goodlad
The High School's Changing Task -- Lloyd S. Michael
Three Dimensions of Curricular Change -- Henry Scattergood

Quantity and Quality in Education -- Ellsworth Tompkins
But Are They Mature Enough for College? -- Douglas H. Heath
Breaking the Grade-and-Credit Mold -- William G. Cole
A College Plan Designed for Flexibility -- William L. Kolb
The Care and Feeding of the Liberal Arts Curriculum -- Thomas C. Mendenhall
Effective Teaching, Our First Need -- Robert F. Byrnes
Education's Challenge -- Teaching Children to Structure Experience -- Sister M. Jacqueline Grennan
The Learning Revolution Outside High School and College -- Harold F. Clark
Training Responsible Citizens: The Unfinished Agenda -- Stephen K. Bailey
A Faculty's Goals for Its Students -- Fillmore H. Sanford
Proposed: A Commission on General Education in School and College -- Richard Pearson
Evaluation the Rhetoric of Curricular Change -- Stanley J. Idzerda

Corey, Stephen M. Helping Other People Change. Columbus, Ohio: Ohio State University Press, 1963. Pp. 89.

Drawing upon the author's extensive experience as a consultant, this book discusses ways in which educators can work in helping others bring about change.

Culbertson, Jack (issue editor). "Changing the School," Theory Into Practice, Vol. 2, No. 5, December, 1963.

This special issue on educational change contains these articles:

What Are Innovators Like? -- Everett M. Rogers
Barriers to Change In Educational Organizations -- Donald J. Willower
Why Do Teachers Reject Change? -- Gerhard C. Eichholz
The Principal's Role in Facilitating Innovations -- Mark Chester, Richard Schmuck, and Ronald Lippitt
The Elementary-School Principal and Change in the School System -- Daniel E. Griffiths

Fund for the Advancement of Education. Four Case Studies of Programed Instruction. New York: the fund, 1964. Pp. 119.

Four case studies in programed learning in Manhasset, Long Island; Denver; Chicago; and Provo, Utah, shows that many problems remain to be solved both from teacher and pupil viewpoint; however, the future of programed learning is viewed as promising.

Goldhammer, Keith. Issues and Strategies in the Public Acceptance of Educational Change. (Presented to the Conference on Educational Issues in a Changing World at Maui, Hawaii.) Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1965. Pp. 20.

A discussion of the influence of school organization upon the demand for change and of factors which affect the public acceptance of educational change.

_____ and Frank Farmer. The Jackson County Story. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1964. Pp. 52.

A case study of the introduction and management of change in the Jackson County Schools, developed to serve as a case study in the preparation and in-service education of school administrators.

_____ and Stanley Elam (eds.). Dissemination and Implementation. Bloomington, Indiana: Phi Delta Kappa, 1962. Pp. 200.

This volume covers the third annual Phi Delta Kappa Symposium on Educational Research. The chapters are:

Introductory Remarks -- Keith Goldhammer and Charles R. Foster, Symposium Co-Chairmen
Problems in the Use of Electronic Data Processing for the Storage and Availability of Research Data -- Allen Kent
The Role of Private Philanthropy in the Dissemination and Implementation of Educational Research -- John Gange
The Role of School Study Councils and Local School Districts in the Dissemination and Implementation of Educational Research -- Ronald Campbell
The Function of the United States Office of Education and the State Departments of Education in the Dissemination and Implementation of Educational Research -- Paul B. Jacobson
Problems in the Use of Communications Media in the Dissemination and Implementation of Educational Research -- Andrew W. Halpin

Harris, Seymour E., Kenneth M. Deitch, and Alan Levensohn. Challenge and Change in American Education. Berkeley, California: McCutchan Publishing Corporation, 1965. Pp. 346.

Drawn from papers and discussions at the Seminar on Challenge and Change in American Education held at the Harvard University Graduate School of Public Administration in 1961-62, this volume contains the following chapters: (A commentary by Kenneth Deitch concludes each chapter.)

Introduction by Seymour E. Harris

Part I - Government and Education

State vs. Federal Power in Education -- James E. Allen, Homer D. Babbidge, Jr.

Educational Lobbies and Federal Legislation -- Elliot Richardson, Robert Rosenzweig, Francis Keppel
The Federal Government and University Research -- Charles V. Kidd, Donn K. Price
Education for Manpower Development -- John S. McCauley
The Goals of Education in Underdeveloped Countries -- Montague Yudelman, Adam Curle

Part II - Challenges in Educational Planning

Learning Ability and the Superior Student -- John B. Carroll, John M. Stalnaker
Social Values and Formal Education -- Dan C. Lortie, Theodore Caplow
The Teacher Shortage: Causes and Solutions -- Charles S. Benson, Herbert S. Conrad
State and Local Investment in Education -- Otto Eckstein, Charles S. Benson
Planning Education for Economic Productivity -- Andre Daniere

Part III - Management of Colleges and Universities

Roles and Responsibilities in Management of IHL -- John J. Corson, Glen A. Lloyd
Academic Quality and Financial Aid -- John F. Morse, Eugene S. Wilson, Rexford G. Moon, Jr.
The Role of the Liberal-Arts College -- James S. Coles, John S. Dickey, George R. Waggoner
Graduate Education in the Arts and Sciences -- Bernard R. Berelson, John Chase
Tenure and Academic Freedom -- Clark Byse, Robert W. Merry
The Challenge of Growth for University Management -- Vernon R. Alden

Heinrich, June Sark. How To Bring About Change in a School System. (Teacher Education Extension Service, Unit Eight.) Chicago: Science Research Associates, Inc., May, 1966. Pp. 22.

A unit designed for in-service teacher education programs, PTAs, and others interested in change. The booklet discusses: the need and the problem, how to encourage and plan change, case studies, and hope for the future.

Johnson, Donald W. The Dynamics of Educational Change. Sacramento: California State Department of Education, Vol. 32, No. 3, September 1963. Pp. 181.

A study of the effects of Title III of the National Defense Education Act upon the public schools in California.

Jongeward, Ray E. Improvement of Instruction in Washington Schools. Olympia, Washington: Superintendent of Public Instruction, 1962. Pp. 272.

A report of 970 new instructional programs initiated in 191 Washington schools between 1958-1961. Part I summarizes the types of instructional improvements, and Part II provides detailed descriptions about 462 specific improvements made by specific school districts. The survey instrument was the same as Dr. Brickell used for New York State.

Jung, Charles. A Prevention Program for "In-Betweeners"-- Flint Elementary School Program for the Emotionally Handicapped. Flint, Michigan: Flint Schools' Experimental Program, 1962. Pp. 4.

A program developed to help children in the elementary school designated as "in-betweeners" to make a better socio-emotional adjustment in the public school setting.

Kentucky State Department of Education. Educational Change in Kentucky Public Schools. Frankfort, Ky.: the Department, 1964. Pp. 122.

A report of new and experimental programs in Kentucky schools -- including innovations, newer instructional media, administrative practices, new and experimental programs, and selected program abstracts.

Leeper, Robert R. (ed.). Curriculum Change: Direction and Process. Washington, D. C.: Association for Supervision and Curriculum Development, 1966. Pp. 68.

This booklet contains the following major addresses at the 1966 ASCD Conference, which focused upon educational change:

Direction and Redirection for Curriculum Change -- John I. Goodlad
Needed: A Unifying Theory of Education -- Harry S. Broudy
Preparing the Minds of the Future: Enhancing Ego Processes Through Curriculum Development -- William G. Hollister
Processes of Curriculum Change -- Ronald Lippitt

_____ (ed.). Strategy for Curriculum Change (Papers from the First ASCD Seminar on Strategy for Curriculum Change). Washington, D.C.: Association for Supervision and Curriculum Development, 1965. Pp. 75.

This booklet contains the papers and principal remarks given at the Seminar. These were:

Contrasts in Strategies of Change -- Kimball Wiles
Roles and Processes in Curriculum Development and Change -- Ronald Lippitt
Diffusion of Innovations in Agricultural Research and in Schools -- Herbert F. Lionberger
Community Power Structure and Curriculum Change -- Ralph B. Kimbrough
Proposals of Strategies: A Summary -- Kimball Wiles

Lohman, Maurice A. and William C. Sayres. "Why People Vote No": Case Study Observations. Albany, N. Y.: The State Education Department, Division of Research, 1960. Pp. 45.

Analysis is made of reasons for the failure of school district referendums. Based upon interviews with key residents of a number of such districts, it interprets local feelings from an intimate face-to-face collection of data.

Michigan Department of Public Instruction. Five Years of Change. Lansing, Michigan: the department, 1964. Pp. 25.

This is a "research report" to the citizens of Michigan appraising, evaluating, and determining the scope of change in the public schools.

Miles, Matthew B. (ed.). Innovation in Education. New York: Bureau of Publications, Teachers College, Columbia University, 1964. Pp. 689.

This compilation contains these chapters:

Educational Innovation: The Nature of the Problem -- Matthew B. Miles

Part I - Case Studies

Small-Scale Administrative Change: Resistance to the Introduction of a High School Guidance Program -- M. S. Atwood
Collaboration in Teaching and Learning: An Experimental Course for Engineering Students -- Jan E. Clee and James B. Reswick
Utopia and Rebellion: The New College Experiment -- Goodwin Watson
The Colleges and the "Arkansas Purchase" Controversy -- Richard Colvard
Title III and the Dynamics of Educational Change in California Schools -- Donald W. Johnson
The Illinois School Problems Commission: An Innovation in Decision-Making at the State Level -- Donald C. Flesche, Nicholas A. Masters, and Thomas H. Eliot

8mm Motion Pictures in Education: Incipient Innovation -- Louis Forsdale
Programed Instruction in the Schools: Innovation and Innovator -- Lassar G. Gotkin and Leo S. Goldstein
Wellsprings of Strategy: Considerations Affecting Innovations By the PSSC -- Paul E. Marsh

Part II - Research and Theory

The Innovation of Classroom Mental Health Practices -- Robert S. Fox and Ronald Lippitt
Resistance to the Adoption of Audio-Visual Aids by Elementary School Teachers: Contrasts and Similarities to Agricultural Innovation -- Gerhard Eichholz and Everett M. Rogers
Studies in Educational Innovation from the Institute of Administrative Research: An Overview -- Paul R. Mort
School Superintendents and the Adoption of Modern Math: A Social Structure Profile -- Richard O. Carlson
Evaluating an Experimental Program in Medical Education -- Patricia Kendall
Research and Practice in the Teaching of Reading: A Progress Report -- Allen H. Barton and David E. Wilder
Curricular Change: Participants, Power, and Processes -- Gordon N. Mackenzie
Administrative Theory and Change in Organizations -- Daniel E. Griffiths
On Temporary Systems -- Matthew B. Miles

Part III - The American Educational System

State Organization for Educational Change: A Case Study and a Proposal -- Henry M. Brickell
Foundation Support of Educational Innovation by Learned Societies, Councils, and Institutes -- Joseph C. Kiger
Mass Media, Mass Mind, and Make-Shift: Comments on Educational Innovation and Public Weal -- Frank G. Jennings
Structural Features of American Education as Basic Factors in Innovation -- Sloan R. Wayland
Changes in American Education in the Next Decade: Some Predictions -- James M. Cass, Benjamin C. Willis, John H. Fischer, Martin Mayer, and Theodore Brameld
Innovation in Education: Some Generalizations -- Matthew B. Miles

Miller, Richard I. (ed.). Perspectives on Educational Change. New York: Appleton-Century-Crofts, 1966. In press.

This volume contains the following chapters:

An Overview of Educational Change -- Richard I. Miller
Influencing Change at the Elementary Level -- Glen Heathers
Influencing Change at the Secondary Level -- J. Lloyd Trump
The Local School System and Change -- Henry M. Brickell
The Effects of Outside Funds on School Districts -- Wailand Bessent and Hollis A. Moore, Jr.
The State Department of Education and the Process of Change -- Richard A. Gibboney

The Process of Change in Educational Television -- Harold E. Wigren
Summer Elementary School for Underachievers -- Ann R. Edson and Jack W. Pattyson
Introducing New Mathematics in Northside Elementary School -- Ruth W. Radcliffe
How Lulu Walker School Came About -- Evelyn Carswell
Garden Springs Elementary School: A Case Study of Educational Innovation -- Raymond A. Wilkie
The School Reorganization Project in Newton, Massachusetts -- Ruth Chadwick and Robert H. Anderson
The Teacher as Innovator, Seeker and Sharer of New Practices -- Ronald Lippitt and colleagues
Some Ideas on Changing -- Robert Chin
The Acceleration of Curriculum Change -- William M. Alexander
Some Observations and Suggestions -- Richard I. Miller

_____ (ed.). A Multidisciplinary Focus on Educational Change. Vol. 38, No. 2. Lexington, Ky.: Bureau of School Service, College of Education, University of Kentucky, 1965. Pp. 84.

This bulletin is a report of the 1965 Midwest Regional Conference of Elementary Principals which focused upon change. The publication contains these chapters:

Some Current Developments in Educational Change -- Richard I. Miller
Change and Human Relations -- Robert Chin
Change and Sociological Perspectives -- C. Milton Coughenour
Change and Early Childhood Education -- Albert J. Lott
Change and Political Realities -- David A. Booth
Needed Research and Development in the Process of Change -- Richard I. Miller

Mort, Paul R. "Studies in Educational Innovation from the Institute of Administrative Research: An Overview," Institute of Administrative Research Bulletin. New York: Columbia University, Teachers College, Vol. 3, October, 1962. Pp. 8.

Record of Mort's investigations in educational innovation, with conclusions as to the insights he gained from the work of students and followers and from his own work, plus an elucidation of the theory underlying the efforts to realize the "school of 1980."

_____ and Francis G. Cornell. American School in Transition. New York: Bureau of Publications, Teachers College, Columbia University, 1941. Pp. 528.

An extensive study of nine practices adopted throughout the state of Pennsylvania and the diffusion pattern involved. Concerned with administrative, community, sociological, individual, and agency factors in the adoption process and their effect on diffusion.

National Association of Secondary-School Principals. "Changing Secondary Schools," The Bulletin. Vol. 47, No. 283, May, 1963. Pp. 168.

This issue is devoted to the nature of change, with some examples. Articles on the nature of change are:

The Premise of Change -- Douglas W. Hunt
The Anatomy of Change -- B. Othanel Smith
Rx Ingredients of Change -- J. Lloyd Trump
Dynamics of Change -- Henry M. Brickell
The Principal's Role in Change -- Joseph M. Cronin

Panel on Educational Research and Development, The President's Science Advisory Committee. Innovation and Experiment in Education. Washington, D. C.: Superintent of Documents, U. S. Government Printing Office, 1964. Pp. 79.

The Panel is under the auspices of the President's Science Advisory Committee--a group of scientists and engineers that constitutes an independent source of technical advice to the President. The Panel became interested in how experiment and innovation could play a more prominent role in education. This report focuses upon these dimensions.

Pellegrin, Roland J. An Analysis of Sources and Processes of Innovation in Education. (A paper presented at the Conference on Educational Change sponsored by the Demonstration Project for Gifted Youth and the U. S. Office of Education.) Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1966. Pp. 32.

Deals with existing and potential sources of innovation; the conditions under which innovations can occur; and the changes that must be made in order to tie together knowledge and practice.

Richland, Malcolm. Final Report: Traveling Seminar and Conference for the Implementation of Educational Innovations. Santa Monica, Calif.: System Development Corporation, 1965. Pp. 140.

The preliminary report (by Dr. Bushnell) describes the traveling seminar; this report is a summary of the overall effort. The report concludes that the traveling seminar and follow-up conference concept is a highly effective dissemination method for stimulating and facilitating educational innovation.

Ross, Donald H. (ed.). Administration for Adaptability. New York: Metropolitan School Study Council, Teachers College, Columbia University, 1958. Pp. 643.

A source book drawing together the results of more than 150 individual studies related to the question of why and how schools improve.

Sayres, William C. Recurring Reasons for Resistance to Centralization. Albany, N. Y.: The State Education Department, Division of Research, 1960. Pp. 17.

This study identifies 13 recurring reasons or factors in district resistance to centralization, based upon data from 81 centralization campaigns.

School District of University City. The Impact of New Ideas in Education. Vol. 2. University City, Missouri: the district, 1965. Pp. 64.

Discussion of innovations to be introduced into the School District of University City for the school year of 1965-66.

Symposium on Identifying Techniques and Principles for Gaining Acceptance of Research Results of Use of Newer Media in Education. Media and Educational Innovation. Lincoln, Nebraska: Teachers College, University of Nebraska, 1964. Pp. 341. (Mimeograph.)

The following papers are included in this report:

Models and Ideas About Changing -- Robert Chin
The Role of the Advocate and Directed Change -- Art Gallaher, Jr.
Novelty and Acceptors: A Sociological Consideration of the Acceptance of Change -- Paul Meadows
Characteristics of Leaders Who Are Able to Promote Change -- Wayman J. Crow
The Diffusion Research Tradition in Rural Sociology and Its Relation to Implemented Change in Public School Systems -- Herbert F. Lionberger
Innovations in the Air Force -- Colonel Gabriel D. Ofiesh
Educational Change and the Role of the Media -- Truman M. Pierce
Educational Innovation: Some Generalizations -- Matthew B. Miles
State Organization for Educational Means -- Henry M. Brickell
Role of Newer Media in Planned Change -- Jack V. Edling

Trump, J. Lloyd and Dorsey Baynham. Focus on Change: Guide to Better Schools. Chicago: Rand McNally and Company, 1961. Pp. 147.

Written as a report for the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, Dr. Trump's report focuses upon types of changes needed in secondary education and upon how to organize to make these changes.

Wiens, John L., et al. Schools and Innovations: A Prologue to Planning. Troy, New York: Rensselaer Polytechnic Institute, 1965. Pp. 81. (Mimeograph.)

Research report for the purpose of providing a common ground of understanding between educator and architect in making decisions in the planning of school facilities.

Articles

Anderson, C. Arnold. "Educational Planning in the Context of National Social Policy," Phi Delta Kappan, 47: 180-184; December, 1965.

This discussion views planning with skepticism, with the main burden of the argument revolving around the ambiguities and dilemmas arising from efforts to make educational policy depend upon non-educational ends.

Anderson, Richard C. "The Role of Educational Engineer," The Journal of Educational Sociology, 34: 377-381; 1961.

The usefulness of having an "educational engineer" to bridge the gap between research and practice is discussed, along with something about how he might operate.

Dawson, Dan T. and William F. McClintock. "The Revolution in Mathematics," The National Elementary Principal, 43: 15-21; September, 1963.

The authors consider forces causing the mathematics revolution, the purpose of the experimentation, the major impetus for continued effort, and the prospects of the movement. A description of five notable projects for the improvement of the teaching of mathematics is given also.

Heathers, Glen. "The Role of Innovation in Education," The National Elementary Principal, 43: 8-14; September, 1963.

There is a general discussion of the educational reform movement as directly applied to the elementary school, and the need for the elementary principal to be informed about this movement.

Lewis, Philip. "Emerging Technology and Instructional Systems," The National Elementary Principal, 43: 34-52; September, 1963.

Discussion of the development of educational technology in the elementary school and the proper implementation of educational technology within the total program of education.

Mort, Paul R. Educational Adaptability. New York: Metropolitan School Study Council, Teachers College, Columbia University, n.d. Pp. 23.

This booklet is a compilation of six articles taken from Vol. 71 of The School Executive about his extensive work on educational adaptability.

Sowards, G. Wesley. "Innovations in Social Studies," The National Elementary Principal, 43: 28-33; September, 1963.

Explains the need for change in the elementary social studies field where less change has taken place in comparison with other subject fields.

Strickland, Ruth G. "Innovations in the Language Arts," The National Elementary Principal, 43: 53-60; September, 1963.

Analyzes what has been done in the past in language arts on the elementary level, and suggests some needed innovations.

Wailes, James R. "Science Innovations," The National Elementary Principal, 43: 22-27; September, 1963.

The author discusses innovations in the teaching of science in the elementary school, including descriptions of three notable science projects.

Unpublished Materials

Some papers in this section will be included in forthcoming publications.

Bhola, Harbans Singh. The Configurational Theory of Innovation Diffusion. Columbus, Ohio: College of Education, The Ohio State University, 1965. Pp. 42.

A theory is developed to explain the process of innovation diffusion and to predict the success or failure of innovation diffusion plans and projects.

Burnham, Brian. Implementing Curriculum Innovations. (A Background Paper for the Study of Strategies for Curriculum Change.) Toronto, Canada: Ontario Curriculum Institute, 1966. Pp. 27.

This paper is structured to examine certain aspects of change (mainly the literature on educational change) and to consider implementation of educational innovations as part of a broad spectrum of contiguous or overlapping activities (selecting, implementing, and assessing new educational methods, materials, etc.).

Clark, David L. and Egon G. Guba. Innovation in School Curricula. (A paper prepared for a conference on Innovation in Planning School Curricula, sponsored by the Center for the Study of Instruction.) Washington, D.C.: the center, National Education Association, 1965. Pp. 33.

A structure for examining change roles in education is proposed, and analysis of extent and projected change roles is made. A rationale for a systematic approach to the research-development-utilization continuum is presented.

Conference on Strategies for Educational Change. Sponsored jointly by USOE and Ohio State University. SEC Newsletter, Ohio State University, Vol. I, No.4; December, 1965.

Papers presented at the conference included:

Criteria for the Theoretical Adequacy of Conceptual Framework of Planned Educational Change -- Harry S. Broudy
A Criterion Paper on Parameters of Education -- W. C. Meierhenry
Criteria for Methodological Adequacy for Research on Educational Change -- William J. Gephart
Toward a New Model for Educational Change -- Everett M. Rogers
Strategies for Educational Change: Some Needed Research on the Diffusion of Innovations -- Richard O. Carlson
Methodological Strategies for Educational Change -- Egon G. Guba
Organizational Strategies for Planned Change in Education -- Jack A. Culbertson

Fleming, W. G. Rational Strategies for Educational Change. (A paper prepared for the international conference on Emerging Strategies and Structures for Educational Change.) Toronto, Canada: June, 1966. Pp 26.

Moving from a historical perspective on attitudes toward change, Dr. Fleming discusses the need for rational change in the schools, some basic terminology used to characterize social change, the need for study of the process of change, and various models for change.

Goodlad, John I. Innovations in Elementary and Secondary Education. (A paper prepared for the Governor's Conference on Education, State of New Jersey.) New Brunswick, N. J.: April 2, 1966. Pp. 12.

Three realms of school practice in which innovative behavior is urgently needed are given: the curriculum to cope with problems of setting appropriate expectations for varying individuals; school organization to cope with problems of setting appropriate expectations for varying individuals; and instructional alternatives to cope with problems of assuring individual, self-propelled learning.

Heathers, Glen. The Strategy of Educational Reform. New York: School of Education, New York University, 1963. Pp. 50.

An evaluation of today's educational reform movement from two reference points: (1) equipping children with techniques of productive thinking rather than teaching them information, and (2) individualizing instruction with the purpose of meeting each student's learning needs.

Meade, Edward J., Jr. What Mechanisms for Innovation Must the Schools Have? (A paper prepared for the Governor's Conference on Education, State of New Jersey.) New Brunswick, N. J.: April 2, 1966. Pp. 7.

The structure of change is developed in the following manner: substance for change, the process of change, and the comprehensive nature of change. Mechanisms for change are structured in this manner: pilot project, cadre approach, experimental subsystem, facilities approach, and the school-college cooperative approach.

Mierhenry, W. C. A Criterion Paper on Parameters of Education. (A paper prepared for the Conference on Strategies for Educational Change, sponsored by The Ohio State University.) Lincoln, Nebraska: Teachers College, University of Nebraska, 1965. Pp. 27.

Boundaries and limits of the field of educational innovations are defined as well as a number of variables in the spread of innovations in other fields as related to the educational field.

Miller, Richard I. Research, Development and Change in the United States. (A paper prepared for the international conference on Emerging Strategies and Structures for Educational Change.) Toronto, Canada: June 12-15, 1966. Pp. 9.

This paper discusses the role of research and development in the USA, and particularly the division of labor among the various national programs as they relate to research-dissemination-evaluation-demonstration-dissemination-implementation.

_____. The Process of Change and Title III. (A report of the panel on the process of change at a special United States Office of Education Conference on Title III of the Elementary and Secondary Education Act of 1965.) Washington. D. C.: May 16-17, 1966. Pp. 16.

Beginning with a clarification of various terms used in discussing the processes of change, the report moves into a discussion of the relationships between Title III and Title IV (regional educational laboratories) and into some suggestions on how Title III might facilitate better understanding of the processes of change.

Murphy, Gardner. Motivation and Curriculum Change. (A paper prepared for the second ASCD Seminar on Strategy for Curriculum Change.) Atlanta, Ga.: 1966. Pp. 11.

The paper contains a general discussion of motivation plus a more detailed discussion of the five strong motives for curriculum change and the need for studying these motives in order to make curriculum change more effectively.

Nyquist, Ewald B. Emerging Strategies and Structures for Educational Change. (Remarks delivered at the Toronto, Ontario, conference sponsored by the Ontario Institute for Studies in Education.) Albany, N. Y.: The State Education Department, Deputy Commissioner of Education, 1966. Pp. 35.

The theme of this speech follows the purpose of the conference which was to "stimulate Canadian thinking on the need for a total strategy for educational change, and the need to create special structures to implement this strategy." It reviews a number of the structures and strategies that are influencing practice in New York State.

O'Kane, Robert M. How Can Teachers Become Instrumental in the Process of Innovation and Improvement? (A paper prepared for the Governor's Conference on Education, State of New Jersey.) New Brunswick, N. J.: April 2, 1966. Pp. 11

Teachers cannot become innovators, writes Dr. O'Kane, under conditions found in many schools. Teachers currently are overly-burdened with non-teaching, non-professional tasks which severely interfere with the essentials of the professional tasks. The state level is the most obvious tier at which to coordinate and direct efforts to achieve greater change.

Research Utilization Committee, American Education Research Association
Washington, D. C.
Working papers distributed by the Committee:

Some Propositions on Research Utilization in Education
Roles in Research Utilization
A Comparative Analysis of the Research Utilization Process
Training for Research Utilization -- Matthew B. Miles

Rogers, Everett M. Toward a New Model for Educational Change. (A paper prepared for the conference on Strategies for Educational Change, sponsored by The Ohio State University.) East Lansing, Michigan: Department of Communications, Michigan State University, 1965. Pp. 14.

This paper points out the increasing rate of change in the United States' educational system and emphasizes the consequences of innovation on instructional quality within school as well as between school diffusion of new ideas.

Trachtman, Gilbert M. The Evils of Educational Change. (A paper presented at the Joint Conference of Council of School Superintendents and New York State Association of School District Administrators.) New York: New York University, September, 1964. Pp. 15.

Suggests procedures for introduction of change in form and content, and points out pitfalls in approaches and evaluations.

INDUSTRY AND TECHNOLOGY

Books and Booklets

Allen, Francis, et al. Technology and Social Change. New York: Appleton-Century-Crofts, Inc., 1957. Pp. 529.

A college textbook representing a panoramic picture of change in all departments of human life, and the place that such dominant forces as technology and applied science have played in causing change in our Western society.

Educational Affairs Department, Ford Motor Company. Product Planning and Development. (Educational Aids Series, Vol. 1) Dearborn, Michigan: the department, 1965. Pp. 7.

Indicates the process and procedures involved in planning for product development, in this case a Ford automobile.

Levitt, Theodore. Innovation in Marketing. New York: McGraw-Hill Book Company, 1962. Pp. 253.

New perspectives for profit and growth supplant many of today's marketing fallacies. Marketing is considered as a tightly integrated view of the entire business process.

Spicer, Edward H. (ed.). Human Problems in Technological Change. New York: Russell Sage Foundation, 1952. Pp. 301.

Discusses the desirability of using social science as an aid to the introduction of technological change as it affects the sponsor innovations and the recipients.

Articles

Cox, Reavis. "Three-in-One Marketing." Harvard Business Review, 34: 61-68; November-December, 1956.

Three differing views of marketing are discussed. These are: (1) the purchasing agent (marketing is something to be bought as effectively as possible); (2) the investor (marketing is an opportunity to buy earning assets); and (3) the horsetrader (marketing is a form of combat).

Evan, William M. "Organizational Lag." Human Organization, 25: 51-53; Spring, 1966.

Beginning with a distinction between technical and administrative innovations, the author analyzes causes for organizational lag, including psychological and social resistance to innovation.

Felton, Arthur P. "Conditions of Marketing Leadership," Harvard Business Review, 34: 117-127; March-April, 1956.

The article examines what the author believes to be the three most important features of a successful approach to marketing. The three features are: (1) the nature of the marketing problem is fundamentally different from the nature of the production problem; (2) management must recognize the dynamic quality of the marketing problem; and (3) the great need in marketing today is for greater conceptual skill--the ability to see the enterprise as a whole and to understand how the various functions of the company and its sales organization depend on one another.

Hoyt, Gerald A. "The Management of Change," The General Electric Forum, 8: 21-23; July-September, 1965.

Doing business in the midst of fast-changing world economic, technological, and political conditions, says Mr. Hoyt, has placed unique demands on U. S. industry's managerial competence and ingenuity. The management of change becomes even more essential in the future to cope with increasing specialization and rate of change.

Levitt, Theodore. "Marketing Myopia," Harvard Business Review, 30: 45-56; July-August, 1960.

Develops the thesis that industry is a customer-satisfying process, not a goods-producing one.

Mansfield, Edwin. "Intrafirm Rates of Diffusion of an Innovation," Review of Economics and Statistics, 45: 348-359; 1963a.

A study of the intrafirm rate of diffusion of the diesel locomotive during the interwar period.

Riba, James. "Center Conference Explores Technology and Change," Change, 2: 2-3, 1966.

Report of a debate by a group of scholars and specialists on how the technological age is affecting man's attitudes, values, and environment; how man can control technology; can man adapt to technological society; and what controls should be considered.

Sayles, Leonard R. "The Change Process in Organizations: An Applied Anthropology Analysis," Human Organization, 21: 62-67; Summer, 1962.

The study broadens the analysis of change to include the total process. This means viewing change as an intimate, integral part of the administrator's task of managing--really stabilizing--a system of human relations. Change is viewed as part and parcel of the normal administrative process of assessing how the system is operating, determining where significant deviations are occurring, identifying the source of the disturbances, taking administrative actions to eliminate the source of instability, and finally, where the disturbance or deviation is recurring--the introduction of "long-run" change and its implementation and control.

Shepard, Herbert R. and Robert B. Blake. "Changing Behavior Through Cognitive Change," Human Organization, 21: 88-96; Summer, 1962.

A five-stage change methodology is described: (1) creating interpersonal openness and a problem-solving climate, (2) organizational diagnosis through an application laboratory, (3) flexibility in implementation and follow-up, (4) intervention in ongoing organizational activities, and (5) creative reorganization.

INTERNATIONAL DEVELOPMENT

Books and Booklets

Adams, Don (ed.). Educational Planning. Syracuse University, N. Y.: Center for Development Education, All-University School of Education, 1964. Pp. 152.

Papers given at an invitational conference on educational planning constitute this publication:

Theoretical Considerations in Educational Planning -- Mary Jean Bowman and C. Arnold Anderson
Assessing the Educational Needs of a Nation -- Herbert S. Parnes
Organization of Educational Planning -- Kjell Eide
The Implemented Educational Plan -- Beresford Hayward
Manpower Planning in Thailand -- William J. Platt
Educational Planning in Thailand -- Cole S. Brembeck

Coleman, James S. (ed.). Education and Political Development. Princeton, N. J.: Princeton University Press, 1965. Pp. 620.

Divided into four parts, with 17 chapters, the collection demonstrates the complex and subtle interrelationships between education and modernization. Part IV focuses upon "Educational Planning and Political Development."

Hanson, John W. and Cole S. Brembeck. Education and National Development. New York: Holt, Rinehart and Winston, Inc., 1965. Pp. 512.

Examines the worldwide role of education in the development of emerging nations, focusing upon the ambitions of developing nations to be modern and free. Education is treated as a social science capable of helping these nations to achieve that ambition. Attention is given to the philosophy and ethics of change.

Harbison, Frederick and Charles A. Meyers. Education, Manpower, and Economic Growth. New York: McGraw-Hill Book Company, 1964. Pp. 229.

This volume analyzes economic political, and social development from the perspective of the education, training, and energizing of human resources. The authors present a generalized concept of human resource development, outlining a "logical" strategy for human resource development within the context of prevailing economic and political pressures or imperatives.

Articles

Antoun, Richard T. "Conservatism and Change in the Village Community: A Jordanian Case Study," Human Organization, 24: 4-10; Spring, 1965.

This analysis of the circumstances underlying social conservatism examines four types of variables: economic, ideological, spatial, and structural. A further consideration involves psychic factors.

Crawford, Robert W. "Cultural Change and Communications in Morocco," Human Organization, 24: 73-77; Spring, 1965.

The study considers the deliberate and conscious manipulation of the senses by certain controlled media of communication, controlled for the purpose of exerting influence. Media considered are: films, the press, radio, and television, with implications of their use for cultural and social change in Morocco.

Jones, Garth N. "Strategies and Tactics of Planned Organizational Change: Case Examples in the Modernization Process of Traditional Societies," Human Organization, 24: 192-200; Fall, 1965.

The purpose of this article is to examine successful cases on planned organizational change in traditional societies, and to isolate, define, and classify strategies and tactics which performed critical roles in the change processes. The objective is to provide some social tools to facilitate organizational change in the modernization process of traditional communities.

Kahneman, D. and E. O. Schild. "Training Agents of Social Change in Israel: Definition of Objectives and a Training Approach," Human Organization, 25: 71-77; Spring, 1966.

The training approach described in this article focuses on one of the activities of the agent of change, most important in the opinion of the authors: the preliminary analysis of the problem and the planning of the strategy to be following in achieving the desired change of behavior in the target community. The concern is with the issue of deciding what to do, rather than with problems of how to do it.

Laska, John A. "The Stages of Educational Development," Comparative Education Review, 8: 251-263; December, 1964.

The purpose of this paper is to suggest that there may be an evolutionary sequence for the optimum development of educational systems in the modern or modernizing societies. This conception affords a broad framework within which educational requirements may be interpreted and the progress of development in any national school system assessed.

Medlin, William K. and William M. Cave. "Social Change and Education in Developing Areas: Uzbekistan," Comparative Education Review, 8: 166-175; October, 1964.

The means and conditions in which education has been employed in diffusing new cultural concepts and ways in a social order are subjects of research which the writers conducted over a four-year period in Russian Central Asia. The research includes a study of the socio-cultural change process.

Symposium on Education and Development. Comparative Education Review, 8: 5-47; June, 1964.

Five articles are included in this section which emphasize educational planning:

Education and Employment in the Newly Developing Economies -- Frederick Harbison and Charles A. Meyers
Quality of Education and Socio-Economic Development -- Hector Correa
The Inter-Disciplinary Approach to Educational Planning -- Robert Jacobs
Manpower Planning: A Case Study from Puerto Rico -- Robert Heifetz
Educational Planning in Thailand -- Hugh H. Smythe and Nibondh Sasidhorn
The Village Institutes in Turkey -- Alexandre Vexliard and Kemal Aytac

Williams, Herbert H. and Judith R. Williams. "The Extended Family as a Vehicle of Cultural Change," Human Organization, 24: 59-64; Spring, 1965.

The concern of this research is with the extended family as a functional rather than residential unit and with its role in cultural change in a small Lebanese rural community.

Willner, Dorothy. "Politics and Change in Israel: The Case of Land Settlement," Human Organization, 24: 65-72; Spring, 1965.

Changes in the politics and passions of Zionism are analyzed, and modifications are reported as Israel has developed. The author concludes that the decline in ideology and intense partisan commitment and their replacement by practical politics may now help to integrate the nation.

MEDICAL SCIENCE

Articles

Ben-David, Joseph. "Roles and Innovations in Medicine," American Journal of Sociology, 65: 557-568; 1960.

The article points out that innovations in medicine were first undertaken in Germany and then in the United States and Russia by practitioners who became involved in research in order to solve practical problems.

Caplow, Theodore. "Market Attitudes: A Research Report from the Medical Field," Harvard Business Review, 30: 105-112; 1952.

This article probes into attitudes and motivations of individual buyers--how they feel, think, and act in relation to the seller's product.

Coleman, James, et al. "The Diffusion of an Innovation," Sociometry, 20: 253-270; 1957.

The study focuses upon the ongoing social processes which finally lead to the widespread adoption of a certain drug by physicians in four cities.

Davis, Morris. "Community Attitudes Toward Fluoridation," Public Opinion Quarterly, 23: 474-482; 1959.

The need for more knowledge and understanding of science is discussed as well as issues connected with it on the part of citizens whose opinions and votes influence local politics, as exemplified by the conflict over fluoridation.

Glaser, Melvin A. "A Study of the Public's Acceptance of the Salk Vaccine Programs," American Journal of Public Health, 48: 141-146; 1958.

The study, made by the National Foundation for Infantile Paralysis, describes the factors that influence the people's reaction to a health program.

Hawkins, Norman G. "The Detailman and Preference Behavior," Southwestern Social Science Quarterly, 40: 213-224; 1959b.

The distribution of drugs and an evaluation of two broad classes of detailmen in their relationship with the physician and the pharmacist is analyzed.

Katz, Elihu. "Communication Research and the Image of Society: Convergence of Two Traditions," American Journal of Sociology, 65: 435-440; 1960.

This study indicates how research on mass communication has directed the attention of students of urban communication to rural sociology, and the relevance that each field may have for the other.

Menzel, Herbert. "Innovation, Integration, and Marginality: A Survey of Physicians," American Sociological Review, 25: 407-413; 1960a.

The maxim that innovations are welcomed most readily by marginal man is contradicted in this article by findings regarding the adoption of certain new drugs by physicians.

_____ and Elihu Katz. "Social Relations and Innovation in the Medical Profession: The Epidemiology of a New Drug," Public Opinion Quarterly, 19: 337-352; 1955.

This investigation focuses upon the diffusion process among doctors of a new drug.

Winick, Charles. "The Diffusion of an Innovation Among Physicians in a Large City," Sociometry, 24: 383-396; 1961.

The extent to which sociometric and other interpersonal dimensions appear to be related to the diffusion of an innovation among physicians in a large city is reported in this study.

POLITICAL SCIENCE

Books and Booklets

Kimbrough, Ralph B. Political Power and Educational Decision-Making. Chicago: Rand McNally and Company, 1964. Pp. 307.

The book is designed to apprise educational leaders as to what is currently known about policy decision-making process as it exists at the local district level.

Articles

Booth, David A. "Change and Political Realities," in A Multidisciplinary Focus on Educational Change. (Edited by Richard I. Miller.) Lexington, Ky.: Bureau of School Service, College of Education, University of Kentucky, 1965. pp. 56-71.

Beginning with four recent developments that "signal the dawn of a new era in education," Dr. Booth moves into the problems and issues of political structure of the schools, using the literature of political science. Topics covered include: Who Runs our Schools? The Principal as Catalyst of Change, Politics and Pressure Groups, Role Status and Alienation, Formal and Informal Influence Structures.

Eisenstadt, S. M. "Processes of Change and Institutionalization of the Political Systems of Centralized Empires," in Explorations in Social Change. (Edited by George K. Zollschan and Walter Hirsch.) Boston: Houghton Mifflin Company, 1964. pp. 432-451.

This chapter deals with problems of social change through analysis of the processes of change in one specific type of political system--the so-called centralized bureaucratic empire. The theoretical focus of the study is upon investigation of the extent to which problems of change can be analyzed within the framework of a systematic sociological approach.

Kimbrough, Ralph B. "Community Power Structure and Curriculum Change," in Strategy for Curriculum Change. Washington, D.C.: Association for Supervision of Curriculum Development, 1965. pp. 55-71.

Moving from a discussion of the nature of power in local school districts, Dr. Kimbrough describes a study of the power structures in three Florida school districts.

Task Force on Indian Affairs. "Implementing Change Through Government," Human Organization, 21: 125-136; Summer, 1962.

A special task force on Indian Affairs reports on the conditions it found in a study and tour of several Indian reservations as well as a study of the history of the Bureau of Indian Affairs since 1870. Discussions follow the summary report.

PSYCHOLOGY

Books and Booklets

Bennis, Warren G., Kenneth B. Benne, and Robert Chin (eds.). The Planning of Change. New York: Holt, Rinehart and Winston, 1962. Pp. 781.

In this volume, the editors have brought together some current conceptualizations of different aspects of application and change process, and tied these contributions together with extensive introductions. The four large sections are: (1) The Roots of Planned Change, (2) Conceptual Tools for the Change-Agent: Social Systems and Change Models, (3) Dynamics of the Influence Process, and (4) Programs and Technologies of Planned Change.

Cartwright, Dorwin and Alvin Zander. Group Dynamics: Research and Theory. New York: Harper and Row, 1960. Pp. 826.

A broad view of research and theory in group dynamics. Extensive research is made possible by application of the scientific process.

Lippitt, Ronald, Jeanne Watson, and Bruce Westley. The Dynamics of Planned Change. New York: Harcourt, Brace and Company, Inc., 1958. Pp. 312.

A study of principles and techniques which answer some fundamental questions about change. Attention is focused on planned change, and its basic principles are induced from a variety of the techniques used to effect change throughout a large part of the social scene.

Articles

Coch, Lester and John R. P. French, Jr. "Overcoming Resistance to Change," in Readings in Social Psychology. (Revised Edition, edited by Guy E. Swanson, et al.) New York: Henry Holt and Company, 1952. pp. 474-491.

From the management point of view, two questions were paramount: (1) Why do people resist change so strongly? and (2) What can be done to overcome this resistance? To tackle these questions, the researchers first devised a preliminary theory to account for the resistance to change, then a field experiment was devised and conducted within the context of the factory situation.

Lewin, Kurt. "Group Decision and Social Change," in Readings in Social Psychology. (Revised Edition, edited by Guy E. Swanson, et al.) New York: Henry Holt and Company, 1952. pp. 459-473.

This report of experiments on group decision concerns the relation of motivation to action and the effect of a group setting on the individual's readiness to change or to keep certain standards. The experiments also are related to one of the fundamental problems of action-research; namely, how to change group conduct so that it will not slide back to the old level within a short time.

RURAL SOCIOLOGY

Books and Booklets

Lionberger, Herbert F. Legitimation of Decisions to Adopt Farm Practices and Purchase Farm Supplies in Two Missouri Farm Communities: Ozark and Prairie. Research Bulletin 826. Columbia, Missouri: College of Agriculture, University of Missouri, 1963. Pp. 38.

A study is made of (1) the locus of the legitimation function in decision to adopt farm practices and purchase farm supplies, (2) the extent to which performance of this function varies by the kinds of decisions made, (3) the variation that occurs by characteristics of the farm operator and his operational unit, and (4) the manner in which this function is performed for farm operators who themselves serve as legitimators in the farm practice and supply purchase decisions of other farmers.

_____ and C. Milton Coughenour. Social Structure and Diffusion of Farm Information. Research Bulletin 631. Columbia, Missouri: College of Agriculture, University of Missouri, 1957. Pp. 107.

The study defines elements in the social structure of a Northeast Missouri farming community which relate to the interpersonal exchange of farm information, and the extent these elements operated in the farm information diffusion-use process.

_____ and Rex R. Campbell. The Potential of Interpersonal Communicative Networks for Message Transfer from Outside Information Sources. Research Bulletin 842. Columbia, Missouri: College of Agriculture, University of Missouri, 1963. Pp. 107.

An examination of the interpersonal communiative network of farmers in two rural communities is undertaken. Factors were sought that might have influenced transfer of information from sources outside the network to individuals within. Significance of these features for message transfer from various information sources outside of the network was assessed.

Rogers, Everett M. Social Change in Rural Society. New York: Appleton-Century-Crofts, Inc., 1960. Pp. 490.

A textbook designed for introductory rural sociology course emphasizing social change in rural society.

Subcommittee for the Study of Diffusion of Farm Practices, North Central Rural Sociology Committee. How Farm People Accept New Ideas. Special Report No. 15. Ames, Iowa: Cooperative Extension Service, Iowa State University, 1962. Pp. 11.

The major purpose of this publication is to show the process by which ideas become accepted. The diffusion process is discussed from three points of view: (1) the stages through which an individual goes from the time he first learns of an idea until he adopts it, and the media which are most effective at these various stages; (2) some situational and group influences affecting adoption; and (3) some characteristics of farm people as they relate to rate of adoption.

Articles

Alexander, Frank D., et al. "A Field Experiment in Diffusion of Knowledge of Dairy Cattle Feeding Through a TV School," Rural Sociology, 28: 400-404; 1963.

A study in which research design is synchronized with the teaching project.

Beal, George M. and Everett M. Rogers. "The Scientist as a Referent in the Communication of New Technology," Public Opinion Quarterly, 22: 555-563; 1958.

This research studies reactions of a group of farmers in Iowa and Ohio, by means of a simple projective stimulus, to men who have changed their way of life and given them new products and practices.

_____, et al. "Validity of the Concept of Stages in the Adoptive Process," Rural Sociology, 22: 166-168; 1957.

The research findings reported in this article generally support the validity of the stages concept in the adoptive process.

Copp, James H. "Toward Generalization in Farm Practice Research," Rural Sociology, 23: 103-111; 1958.

Comparisons of 157 Kansas Cattlemen with 177 Wisconsin dairymen indicates that when similar concepts, measures, and statistical techniques are used, the same variables may be used to explain farm practice adoption behavior in different parts of the country on different types of farms.

_____, et al. "The Function of Information Sources in the Farm Practice Adoption Process," Rural Sociology, 23: 146-157; 1958.

This study focuses upon the use of information sources by farmers in the farm practice adoption process and develops a model to account for the differential use of sources in the adoption process.

Coughenour, C. Milton. "The Functioning of Farmers' Characteristics in Relation to Contact with Media and Practice Adoption," Rural Sociology, 25: 285-297; 1960.

An examination is made of the relationship of personal and social characteristics of 285 farmers in Washington County, Kentucky, to the adoption of improved practices. The effectiveness of contact with information sources in the adoption practice is examined also.

_____. "The Problem of Reliability of Adoption Data in Survey Research," Rural Sociology, 30: 184-203; June, 1965.

The development of survey research methods to obtain more reliable data on the time of adoption in diffusion studies has been handicapped by lack of information. A study of Ohio farmers, surveyed in 1957 and resurveyed in 1962, provides information on the reliability of present survey methods and the consequences of unreliability for selected research objectives.

Dean, Alfred, et al. "Some Factors Related to Rationality in Decision Making Among Farm Operators," Rural Sociology, 23: 121-135; 1958.

A research study into the relationship between certain sociocultural variables and rationality in the adoption of recommended farm practices.

Fliegel, Frederick C. "Aspirations of Low-Income Farmers and Their Performance and Potential for Change,: Rural Sociology, 24: 205-214; 1959.

This paper examines the relationship between the level of aspiration and the income among low-income farm operators.

_____. "A Multiple Correlation Analysis of Factors Associated with Adoption of Farm Practices," Rural Sociology, 21: 284-292; 1956.

The paper probes into variations in adoption of farm practices and tests hypotheses of relationship under controlled conditions.

_____. "Obstacles to Change for the Low-Income Farmer," Rural Sociology, 25: 347-351; 1960.

The data analyzed in this article indicates that some low-income farmers can be expected to respond poorly to education and action programs which emphasize an aggressive commercial approach to agriculture. Subsistence farming may be more meaningful for this group.

_____. "Traditionalism in the Farm Family and Technological Change," Rural Sociology, 27: 70-76; 1962.

This study is based on the general proposition that the farm family as an institution is slow to change.

Harp, John. "A Note on Personality Variable in Diffusion Research," Rural Sociology, 25: 346-347; 1960.

A critique is made of the personality variables used in diffusion research by rural sociologists, with the suggestion that they should concern themselves with conceptual variables which relate to sociological dimensions capable of being utilized in systematic theories.

Hassinger, Edward. "Stages in the Adoption Process," Rural Sociology, 24: 52-53; 1959.

The "stages" that have been presented as a model for describing the adoption process are discussed as well as how the adoption process could influence the approach to extension teaching.

Junghare, Y. N. and Roy Prodipto. "The Relation of Health-Practice Innovations to Social Background Characteristics and Attitudes," Rural Sociology, 28: 394-400; 1963.

This paper reports the relationship between the acceptance of certain health-practice innovations by Indian villages and certain social background characteristics of the villagers, their contacts with India Village Service, and attitudes.

Katz, Elihu. "The Social Itinerary of Technical Change: Two Studies on the Diffusion of Innovation," Human Organization, 20: 70-82; 1961.

This article compares two studies--one, a study of how hybrid seed corn gained acceptance in Iowa; and the other is a study of how doctors in four communities responded to the availability of a new "miracle" drug, with respect to four basic elements: (1) a given new practice, (2) time, (3) channels of communication, and (4) social structure.

_____. "Review of Information, Decision and Action," American Journal of Sociology, 65: 321-322; 1959.

The question of why some farmers accept improved farming practices while others do not is studied.

Lionberger, Herbert F. "Community Prestige and the Choice of Sources of Farm Information," Public Opinion Quarterly, 23: 110-118; 1959.

This article examines the influence of status factors in the diffusion of farm information from one farmer to another.

Mason, Robert G. "The Use of Information Sources in the Process of Adoption," Rural Sociology, 29: 40-52; 1964.

The relationship farmers make of information sources in the adoption process is analyzed and an examination is made of the influence of these sources.

Photiadis, John D. "Motivation, Contacts, and Technological Change," Rural Sociology, 27: 316-326; 1962.

Interviews were made of 183 South Dakota farmers to determine how the motivation of social status, net worth, and money invested in livestock and machinery influences the seeking of aid from agricultural agents and the direct learning of agricultural technology.

Ramsey, Charles E., et al. "Values and the Adoption of Practices," Rural Sociology, 24: 35-47; 1959.

This research study sought to determine the relationship between twelve value orientations and two scales of practice adoption. One scale involved behavioral adoption of four practices applicable to dairy farming; the other involved knowledge, critical evaluation, and the use of lime.

Rogers, Everett M. "Categorizing the Adopters of Agricultural Practices," Rural Sociology, 23: 345-354; 1958b.

This statement develops a classification system of five adopter categories used in agricultural practices.

Straus, Murray A. "Family Role Differentiation and Technological Change in Farming," Rural Sociology, 25: 219-228; 1960a.

A research study was made using 903 Wisconsin farm operators to test the hypothesis that farm operator technological competence is associated with an "integrative-supportive" wife marital role.

Wilkening, E. A. "Some Perspectives on Change in Rural Societies," Rural Sociology, 29: 1-17; 1964.

This paper shows that certain societal processes such as specialization, integration, and adaptation provide a common framework for studying change.

Young, James N. and A. Lee Coleman. "Neighborhood Norms and the Adoption of Farm Practices." Rural Sociology, 24: 372-380; 1959.

Young and Coleman describe results of an inquiry into the effects of neighborhood norms on individual farmers with regard to their adopting new farming techniques.

Unpublished Materials

Lionberger, Herbert F. The Diffusion of Innovations with Applications from Agricultural Research to Implement Change in School Systems. Columbia, Missouri: Department of Rural Sociology, University of Missouri, December, 1964. Pp. 28.

This examination of diffusion research in agriculture and the rapidly accumulating researches of similar nature in education provides clues for strategies of change in education and for needed research along these lines.

SOCIOLOGY

Books and Booklets

Moore, Wilbert E. Social Change. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965. Pp. 120.

This study of social change in the field of sociology moves into an area that has been neglected by sociologists whose prime interest has been social organization and social behavior.

Ogburn, William F. Social Change. New York: Viking Press, Inc., 1922.

Ogburn advances his well-known hypothesis of "cultural lag" which asserts that technology (material culture) advances at a more rapid rate than other social institutions (non-material culture). The resulting lag between these two components of culture leads to various social problems.

Articles

Boskoff, Alvin. "Functional Analysis as a Source of Theoretical Repertory and Research Tasks in the Study of Social Change," in Explorations in Social Change. (Edited by George K. Zollschan and Walter Hirsch.) Boston: Houghton Mifflin Company, 1964. pp. 213-239.

The chapter focuses upon: (1) a summary of fundamental postulates that define the nature of structural-functionalism, (2) a conceptual framework which provides an initial orientation toward social change, and (3) a set of researchable hypotheses derived from this framework. In addition, fundamental problems in analysis of social change are discussed.

Bowers, Raymond V. "The Direction of Intra-societal Diffusion," American Sociological Review, 2: 826-836; 1937.

This report analyzes the nature and the direction of diffusion within a society.

Davis, Alice. "Technicways in American Civilization," Social Forces, 18: 317-330; 1940.

This article explains how a student adopts a general frame of reference related to his own knowledge, delimits the field of study, states his problem, locates sources, and chooses a method.

Pemberton, H. Earl. "The Curve of Culture of Diffusion Rate," American Sociological Review, 1: 547-556; 1936a.

The writer develops the hypothesis that cultural diffusion, one aspect of cultural change, takes place at a rate which may be described by the ogive of the normal frequency distribution.

_____. "The Effect of a Social Crisis on the Curve of Diffusion," American Sociological Review, 2: 55-61; 1937.

From the analysis of numerous diffusion series, this study finds that the rate of diffusion is often disturbed by social crisis; however, within a short time after the crisis, adoptions will resume the expected stage and trend.

_____. "Spatial Order of Cultural Diffusion," Sociology and Social Research, 22: 246-251; 1938.

Three case studies of the diffusion of culture patterns in present-day cultures show, if not a regularity of spread such as Gabriel Tarde outlined, at least an area of trait adoption characterized by a constantly increasing circumference.

Warshay, Leon H. "Breadth of Perspective and Social Change," in Explorations in Social Change. (Edited by George K. Zollschan and Walter Hirsch.) Boston: Houghton Mifflin Company, 1964. pp. 319-344.

The writer, in introducing breadth of perspective as of relevance to social change, presents in this chapter a character type who only infrequently is in an effective position to influence social change directly. This is the man with broad perspective, i.e., capable of redefining situations in radically different ways by alternately changing means, goals, and values and by not being too satisfied with any given formulation for long.

PERIODICALS ON CHANGE

Change. The Center for the Study of Democratic Institutions, Box 4427, Santa Barbara, California, 93103.

This publication, about eight pages and nine times yearly, was started in 1965. Its purpose is to provide a channel for communication between groups -- a channel for discussion of the forces of change.

SEC Newsletter. School of Education, The Ohio State University, Columbus, Ohio, 43210.

The Newsletter has developed in conjunction with a conference on Strategies for Educational Change held by The Ohio State University. It is designed to provide an opportunity for dialogue on change in education among its readers.

BIBLIOGRAPHIES

Bhola, Harbans Singh. Innovation Research and Theory. Columbus, Ohio: School of Education, The Ohio State University, 1965. Pp. 155. (Mimeograph.)

An extensive multidisciplinary bibliography is included in this volume.

Blackman, Charles A. The Process of Change. East Lansing, Michigan: College of Education, Michigan State University, 1965. Pp. 108. (Mimeograph.)

Collected principally by graduate students in seminars in curriculum development, categories include: collections of research on the change process, the evaluation of change, the change agent and conflict in educational change, communication media and group change, annotated bibliographies concerned with change, and many others.

Myren, Delbert T. Communications in Agricultural Development Londres 40, Mexico 6, D. F.: Mexican Agricultural Program of the Rockefeller Foundation, 1965. Pp. 101.

Chapter 7 is on Rural Social Change: the Process and Consequences of Diffusion and Adoption of Innovations; and Chapter 8 is on Organization for Information Transmission: Extension and Information Experience. The listings include publications from many countries.

Rogers, Everett M. Bibliography of Research on the Diffusion of Innovations. East Lansing, Michigan: Department of Communication, College of Communication Arts, Michigan State University, 1964. Pp. 58.

This bibliography contains 600 citations in the areas of rural sociology, anthropology, medical sociology, education, early sociology, industrial, and others not in these six diffusion research traditions.

GENERAL MATERIALS

Books and Booklets

Rogers, Everett M. Diffusion of Innovations. New York: The Free Press of Glencoe, Inc., 1962. Pp. 367.

This book represents a multidisciplinary orientation to innovation and diffusion. It synthesizes and evaluates the research findings and theories of over 500 publications.

Articles

Dodd, Stuart Carter. "Diffusion is Predictable: Testing Probability Models for Laws of Interaction," American Sociological Review, 20: 392-401; 1955.

Explains how diffusion models transcend social diffusion and describes simple forms of diffusion in the fields of science.

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